

Learn
BRIGHT

PRECISE VOCABULARY TO INFORM



GRADE 5

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Classroom Procedure:

1. Display the following words: *things, stuff, objects, gadgets*. Ask students: What do each of the words have in common? When you hear or see these words, what do you think about?
2. Allow for responses and discussion. Guide students to the understanding that each word is often a generic term used to describe particular or specific items. People use these terms often instead of using precise language. Display the following two sets of words: (*war, country, president, constitution*) and (*germ, molecule, rainforest, planet*). Ask students: What is the same or different about the two sets of words?
3. Allow for responses and discussion. Guide students to an understanding that the first set of words are social studies or history-specific terms and the second set are science-specific. The terms can be referred to as domain-specific. Ask students to share domain-specific terms related to music (*notes, guitar, rhythm, tune, etc.*). Introduce *Precise Vocabulary to Inform* to the class.
4. Distribute *Precise Vocabulary to Inform* content pages. Read and review the information with the students. Discuss any bold questions with the class. Note to students that when using precise language, Passage Two is less wordy. Save the final question for the lesson closing. Use the additional resources to enhance understanding.
5. Distribute the Activity page. Read and review the instructions. Pair students. Allow access to resources to learn the science behind why a kite can be flown. Allow sufficient time for the passages to be completed. (The focus should be on the vocabulary/language used, not so much w/grammar, etc.)
6. Once completed, pairs of students share with another pair of students or the full class.
7. Distribute the Practice page. Check and review the students' responses.
8. Distribute the Homework page. The next day, check and review the students' responses.
9. In closing, ask students: *What are three precise and accurate words you can use to describe yourself?*
10. Allow for responses and discussion. Share three precise words with the class to describe yourself to encourage students to think about their responses. Encourage students to be specific and not just use words for physical descriptions, such as instead of saying nice, what other words could be used.

Approximate Grade Level: 5

Objectives: The students will be able to use precise language and domain-specific vocabulary to inform about or explain the topic.

State Educational Standards*
LB.ELA-LITERACY.W.5.2.D

Class Sessions (45 minutes):
At least 2 class sessions

Teaching Materials/Worksheets:
Precise Vocabulary to Inform content pages (2), Activity page, Practice page, Homework page

Student Supplies: handouts

Prepare Ahead of Time:
Pair students for the activity (one may have kite-flying knowledge). Copy handouts.

Options for Lesson: Students may work alone or in groups for the activity. For the activity, a full informative essay may be assigned for the topic. Students choose a different topic/perspective for the activity. Using current nonfiction content, students identify domain-specific vocabulary and precise language versus general language.

*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.



Teacher Notes

The lesson is the fourth in a series related to writing informative/explanatory texts and essays. Many students will have had experience with the use of precise words, and this lesson enhances the skills for using precise language and domain-specific vocabulary to inform about or explain a topic. The lesson should be used with the related series of lessons for writing informative/explanatory texts and essays. Students should have the opportunity to write informative texts across all subject areas throughout the school year.

Precise Language

Have you ever eaten home-baked cookies, cake, or brownies? Maybe your parents or grandparents follow a recipe and bake these often-delicious desserts and share them with you. The recipe is usually very specific about which ingredients to use, their amounts, and the baking time. If the recipe was not specific, the cookies, cake, or brownies would not be very tasty.

Instead of the recipe calling for *some* sugar, it will instruct the baker to use one cup of sugar; and instead of saying to bake the cake until it's done, the recipe will tell the baker to keep it in the oven until it is golden brown and for a specific number of minutes.



When writing an informative essay, report, or another piece of writing, it is also important to be specific. It is necessary to use precise language and domain-specific vocabulary to inform about or explain the topic. In addition, your writing should stay on-topic and not begin to wander to other unrelated topics or subjects.

For example, if your informative essay topic is related to landmarks in the United States, you would not begin discussing the Eiffel Tower in Paris or the Great Wall of China. Furthermore, the language and vocabulary you use would be precise and domain-specific. In other words, the vocabulary you may use would include terms like *monuments*, *shrines*, *memorials*, *statues*, and others.

Perfect examples of informative books using precise language and domain-specific vocabulary include your science, social studies, and other textbooks. If you had three textbooks that were missing their covers, you could easily identify their differences by simply reading a few words in each book.

Of course, for your informative writing, you will include general language and vocabulary as well. However, it is important to try and use the most precise language and domain-specific vocabulary as possible when informing about or explaining your topic. By doing so, your readers will be better informed as they will more easily understand and comprehend the content of your writing.

Using the “Right” Words

Have you ever said to someone, “I know there is a better word that can be used.”? For example, when you were younger, the word *fast* may have been an acceptable word to describe an object that moves quickly. However, as you have increased your vocabulary, you have identified other words that can be used in place of *fast* such as *swift*, *speedy*, *expeditious*, *prompt*, *rapid*, or *sudden*.

Receiving prompt service at a restaurant is more precise than saying you received fast service. Saying the car came to a sudden stop is more precise than saying the car came to a fast stop.

When you refer to the “small things” that make up “objects” in the world, you would use the terms *atoms* and *molecules* that create *matter*. The tiny “parts” of the body that make up “other parts” of the body are *cells* which *grow and develop* to form the *heart*, *kidney*, *stomach*, *skin*, and other *organs* of the body.

Read the following two passages of informative text. Note the differences between each passage.

Passage I

Now, because of better cars, trucks, airplanes, etc., tech, and other things, people exchange things with each other all over the world. Currently, in businesses today who sell things, people don't exchange things but use money. Florida won't trade oranges to Alaska for some salmon, but companies in Alaska will get the oranges from Florida and sell them to its people. Companies in Florida will get the salmon from Alaska and sell it for money to the people of Florida.

Trading back and forth is helpful because not everyone in the world has the same products and the things are not spread out equally. Even in one nation, food and other stuff are not found everywhere. One reason for trade is so that the different items can be spread out and sold across the world and can be available to places that normally would not have something.

For example, fruits and veggies are not grown everywhere in the world, so when they are not available in one place, they can be sold to another part of the world that needs them by the places that grow them. When this is done easily everywhere in the world it is called free trade.



Passage 2

Today, due to the development of transportation, technology, and other factors, trade takes place all over the world. In the current economy, trade usually occurs using currency. For instance, instead of Florida trading oranges to Alaska in exchange for salmon, companies in Alaska will import the oranges and sell them to its citizens. Companies in Florida may import the salmon from Alaska and sell it to Floridians.

Trade is necessary because natural and human resources are not equally distributed throughout the world or even in a single nation. One of the most important functions of trade is for redistributing the resources found throughout some parts of the world but not in other parts.

For example, oranges and other fruits and vegetables cannot be grown in every part of the world, so these products can be sold or traded to the parts of the world that need them or want them. The buying and selling of products throughout the world without restrictions are referred to as free trade.



What is the same and different between each of the informative passages?

Of course, passage two uses more precise language and domain-specific vocabulary to inform about and explain the topic related to trade.

Remember, as you write your own informative essays, research reports, or other pieces of writing, be sure you use the “right words”, that is, the best vocabulary that will help a reader better understand and comprehend your topic. Of course, as you write, feel free to use a dictionary, thesaurus, or another resource to find the more precise language and domain-specific vocabulary terms.

?

What are three precise and accurate words you can use to describe yourself?



Sometimes the perspective of a writer will differ depending on the topic. For example, a writer may inform readers about an experience he or she had with flying a kite. However, another writer may inform readers about the science related to why a kite can be flown.

Work with your partner to create two passages- one from the perspective of a kite flyer, and a second one related to why a kite can be flown. Remember, use domain-specific vocabulary for each passage.

Passage 1 - An informative passage related to flying a kite.

Passage 2 - An informative passage related to why a kite can be flown.

What is different or the same about the two passages?



Match each informative statement to its likely specific domain.

- | | | |
|----------|---|-----------------------------|
| 1 _____ | The colors and lines used by a painter often make a difference. | A Environment |
| 2 _____ | Eating the right foods will provide your body with nutrients. | B American History |
| 3 _____ | Joining team or individual activities will lead to good health. | C Physical Education |
| 4 _____ | A mixture of some substances may change their state of matter. | D Music |
| 5 _____ | There are various genres such as rock, classical, and rap. | E Art |
| 6 _____ | The continents are surrounded by five major oceans. | F World History |
| 7 _____ | An increase in pollution may cause problems in tree growth. | G Chemistry |
| 8 _____ | The French Revolution took place between 1789 and 1799. | H Mathematics |
| 9 _____ | Isosceles triangles have two sides of equal length. | I Health |
| 10 _____ | The Civil War eventually led to slaves receiving their freedom. | J Geography |

Rewrite the passage using more precise language related to the topic: smartphones.

Most people didn't use the term "smartphone" until somewhere around 1995, but the first actual smartphone came into existence a few years earlier in 1992. The first one was made by IBM somewhat over 15 years before Apple let go of the first iPhone in 1992. IBM's telephone put together the things a phone and PDA could do and sold it for \$899. It had a screen you can touch and the size of it was 4.5 x 1.4. and came with a small stick. It didn't just make calls but could send mail, faxes, and other pages. It had a book for addresses, days and dates, and a clock that tells the time anywhere in the world and more.



Homework

Name _____ Date _____



Choose a topic that interests you. Write the introduction and the body of an informative essay. The introduction should include a “hook” and other components of an effective introduction. The body should develop the topic you choose. It must be a nonfiction, informative piece of writing. Use precise language. Finally, circle domain-specific words/phrases that inform about or explain the topic and likely would NOT be used the same way in another essay.

Your Topic _____

INTRODUCTION

BODY (DEVELOP THE TOPIC)



Sometimes the perspective of a writer will differ depending on the topic. For example, a writer may inform readers about an experience he or she had with flying a kite. However, another writer may inform readers about the science related to why a kite can be flown.

Work with your partner to create two passages- one from the perspective of a kite flyer, and a second one related to why a kite can be flown. Remember, use domain-specific vocabulary for each passage.

Passage 1 - An informative passage related to flying a kite.

Passage should include words/phrases such as flying through the air, wind, string connected to the kite, and other non-science related terms

Passage 2 - An informative passage related to why a kite can be flown.

Passage should include terms such as lift, air pressure, motion, gravity, drag, thrust, wind, etc.

What is different or the same about the two passages?

The first passage will include more general terms and the second will include domain-specific terms.

Both are related to kite flying, but the second passage is more academic to the reasons it flies.



Match each informative statement to its likely specific domain.

- | | | |
|-------------|---|-----------------------------|
| 1 <u>E</u> | The colors and lines used by a painter often make a difference. | A Environment |
| 2 <u>I</u> | Eating the right foods will provide your body with nutrients. | B American History |
| 3 <u>C</u> | Joining team or individual activities will lead to good health. | C Physical Education |
| 4 <u>G</u> | A mixture of some substances may change their state of matter. | D Music |
| 5 <u>D</u> | There are various genres such as rock, classical, and rap. | E Art |
| 6 <u>J</u> | The continents are surrounded by five major oceans. | F World History |
| 7 <u>A</u> | An increase in pollution may cause problems in tree growth. | G Chemistry |
| 8 <u>F</u> | The French Revolution took place between 1789 and 1799. | H Mathematics |
| 9 <u>H</u> | Isosceles triangles have two sides of equal length. | I Health |
| 10 <u>B</u> | The Civil War eventually led to slaves receiving their freedom. | J Geography |

Rewrite the passage using more precise language related to the topic: smartphones.

Most people didn't use the term "smartphone" until somewhere around 1995, but the first actual smartphone came into existence a few years earlier in 1992. The first one was made by IBM somewhat over 15 years before Apple let go of the first iPhone in 1992. IBM's telephone put together the things a phone and PDA could do and sold it for \$899. It had a screen you can touch and the size of it was 4.5 x 1.4. and came with a small stick. It didn't just make calls but could send mail, faxes, and other pages. It had a book for addresses, days and dates, and a clock that tells the time anywhere in the world and more.

(will vary)

Most people did not start using the term "smartphone" until about 1995, but the first actual smartphone made its debut three years earlier in 1992. The first smartphone was created by IBM more than 15 years before Apple released the iPhone in 1992. The IBM smartphone joined the functions of a smartphone and a PDA, and the purchase price was \$899. It had a touchscreen that measured 4.5 inches by 1.4 inches, and it came with a stylus. Besides phone calls, it could be used to send and receive emails, faxes, and pages. In addition, it had an address book, calendar, and a world clock and much more.



Homework

Name _____ Answer Key _____ Date _____



Choose a topic that interests you. Write the introduction and the body of an informative essay. The introduction should include a “hook” and other components of an effective introduction. The body should develop the topic you choose. It must be a nonfiction, informative piece of writing. Use precise language. Finally, circle domain-specific words/phrases that inform about or explain the topic. Words/phrases that would likely NOT be used in another essay.

Your Topic _____

INTRODUCTION

The essay should include several words passages that are domain-specific to the student’s chosen topic.

BODY (DEVELOP THE TOPIC)
